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TOBACCO REGION REVITALIZATION COMMISSION

701 East Franklin Street, Suite 501
Richmond, Virginia 23219

Education Committee Meeting

Hotel Roanoke and Conference Center

Friday, July 16, 2021
10:00 o'clock a.m.

(Electronic Conference Call Meeting)

1 APPEARANCES:

2 Ms. Rebecca Coleman, Chairwoman
3 The Honorable Louise Lucas, Vice Chairwoman
4 Mr. Joel Cunningham, Jr.
5 The Honorable Franklin D. Harris
6 Ms. Sandy Ratliff (dial-in)
7 Mr. Cecil E. Shell
8 Mr. Richard L. Sutherland (dial-in)

9

10 COMMISSION STAFF:

11 Mr. Evan Feinman, Executive Director
12 Mr. Andy Sorrell, Deputy Executive Director
13 Ms. Sarah K. Capps - Grants Program Administrator - Southern
14 Ms. Sara G. Williams, Grants Program Administrator – Southwest
15 Ms. Emily Van Pelt
16 Mr. David Bringman (dial-in)
17 Ms. Stephanie S. Kim, Director of Finance (dial-in)
18 Ms. Suzette Patterson (dial-in)
19 Ms. Jessie Stamper (dial-in)

20

21 COUNSEL FOR THE COMMISSION:

22 Ms. Elizabeth Myers, Assistant Attorney General
23 Richmond, Virginia

24

25

1 July 16, 2021

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3 MS. COLEMAN: I'd like to call the meeting to order,
4 and I'll ask Evan to call the roll.

5 MR. FEINMAN: Yes, Madam Chairwoman.

6 Ms. Coleman.

7 MS. COLEMAN: Here.

8 MR. FEINMAN: Senator Lucas.

9 SENATOR LUCAS: Here.

10 MR. FEINMAN: Delegate Aird.

11 DELEGATE AIRD: No response.

12 Ms. Clark.

13 MS. CLARK: (No response).

14 MR. FEINMAN: Mr. Cunningham.

15 MR. CUNNINGHAM: Here.

16 MR. FEINMAN: Dr. Ehrhardt.

17 DR. EHRHARDT: (No response).

18 MR. FEINMAN: Mr. Harris.

19 MR. HARRIS: Here.

20 MR. FEINMAN: Delegate Hurst.

21 DELEGATE HURST: (No response).

22 MR. FEINMAN: Delegate Rasoul.

23 DELEGATE RASOUL: (No response).

24 MR. FEINMAN: Ms. Ratliff.

25 MS RATLIFF: (Dial-in).

1 MR. FEINMAN: Mr. Shell.

2 MR. SHELL: Here.

3 MR. FEINMAN: Mr. Sutherland.

4 MR. SUTHERLAND: (Dial-in).

5 MR. FEINMAN: Delegate Tyler.

6 DELEGATE TYLER: (No response).

7 MR. FEINMAN: Madam Chairman, we don't have a
8 quorum. I'm not anticipating taking any action today, but we
9 can proceed.

10 MS. COLEMAN: The May 27th minutes are published
11 on the website. Everybody needs to take a look at them. Are
12 there any changes or suggestions?

13 MR. FEINMAN: Then we'll take care of that at the
14 next meeting.

15 MS. COLEMAN: All right. At this point, we have public
16 comment. Is there any public comment from the audience?

17 MR. SORRELL: We do have somebody, blank call-in,
18 as well.

19 MR. FEINMAN: We do not have a quorum, Madam
20 Chairwoman. We're only listening, and we're also monitoring the
21 chat box.

22 MS. COLEMAN: Well, our primary purpose here today
23 is to assess the G3 program. We have two speakers to hear
24 from today, and that's Secretary Healy and Mr. Stamper.

25 MR. FEINMAN: If you folks would use the mikes. The

1 thing that we're here to discuss today is a change in
2 circumstances and for a little historical background. The
3 Commission has been regularly supplementing the financial aid
4 needs of community colleges who serve our footprint for
5 purposes of supporting students who are pursuing a set of
6 priorities or certifications or diplomas at our community colleges.
7 And we're proud of that work. It looks like the Commonwealth
8 has stepped in and they've decided to replicate or create a very
9 similar program in the form of the G3 Program and offering a
10 wide variety of different degree programs and significantly
11 impacts the folks and it has made much or potentially all of our
12 local financial aid work redundant.

13 The one area where there may not be overlapped are
14 catch-all priorities. Even in that circumstance, we have an
15 amount of money we're spending every year on workforce
16 development and workforce profiles in our region that we can
17 now spend on something else.

18 My advice to the Commission is that we continue to
19 keep those funds on the education side and nothing to any
20 credible analysis of the workforce profile and nothing that would
21 suggest that we're done. What we need to do is figure out to my
22 mind what the best way is to recap those funds. We want to
23 insure we have a very strong workforce, a competitive workforce,
24 and we have to keep that in mind as we face the future.

25 We've got some leaders in that here at the table with

1 us that includes Secretary Healy and Mr. Stamper. Candidly, we
2 often have these things in staff that we know where we want to
3 get to. That is not really true today. And we have to remind
4 ourselves that. And there's a lot of different places we can
5 approach this challenge, and we have to remember that our
6 strength as an institution all we need is the Commissioners to
7 agree to spend money on something and act. We really don't
8 have to jump through a bunch of hoops to figure out what we
9 need to do, but we need to agree or a majority of us need to
10 agree and then we can set up a new program.

11 My hope, Madam Chairwoman, is that the Committee
12 will give the Staff one to three different ideas and we'll bring you
13 all some detailed proposals in the January meeting.

14 MS. COLEMAN: Remind us how much money we have
15 as a balance.

16 MR. FEINMAN: It has varied from year to year, I think
17 the last year we spent about \$350,000 per community college.

18 MS. COLEMAN: Then G3 would do what?

19 MR. FEINMAN: We're flexible in our approach to be
20 able to do that, but this year whereas we're going to be providing
21 and we will be providing those services, we're going to be
22 operating and we will be, the program found us and it had to
23 happen, but I think we're confident that we'll use those funds
24 immediately. We've got to make sure that we're retapping the
25 funds and spending them wisely.

1 So, I think the first question to what extent is the total
2 that G3 will supplant our Workforce Financial Aid model?

3 So, Randy, and we talked about this the last time, if
4 you wouldn't mind giving us again your proposal what you have
5 created and how it works. I think that would help us at the
6 table.

7 SECRETARY HEALY: I'm going to come up here and
8 we also have excellent people behind me here on the ground
9 experts. Again, I'm Megan, and G3 has been a dream of mine
10 forever. I came from a community college and I tell the story, I
11 was very nervous when I interviewed with Governor Northam to
12 be the Chief Workforce Adviser, that was actually my original
13 title, and I did all this Tobacco research, I knew every budget
14 line. And I studied for days, and I thought it would be an intent
15 interview.

16 When I went in, I was nervous, of course, right, with
17 the new Governor. He only asked me one question, and that
18 question was I want free community college, tell me how you do
19 it. And so I, I mean I have this plan, I had all these different
20 plans. And my first response was, you know, I want free
21 community college, too, this has been a dream of mine, I worked
22 in the system.

23 I worked in Martinsville, Virginia as a faculty member,
24 I received, you know, we had Tobacco Commission funds then for
25 scholarships that helped support students to get through my

1 program. I was a, I'm a physiology teacher. And so we had a lot
2 of nursing students, and I worked in that, and that's when we
3 had about 65 percent of the students could not actually pass the
4 placement test to get into the community college. So, I was
5 brought along to, they looked at it, a weird biophysics degree,
6 and they thought physics and math, and I do like math.

7 So, I worked in the front lines of the community
8 college, so I really realized the importance of students and the
9 needs. And I really appreciated the Tobacco Commission, all of
10 the support they've had in the years, and, you know, I'm
11 definitely going to say that we need to continue to support our
12 community colleges.

13 So, when I moved into Governor Northam's
14 administration, this is my number one task. I want to thank
15 Senator Lucas for her advocacy on this work, and she is a
16 community college graduate. And so we really need to push
17 through with the help of the General Assembly to pass the bill for
18 the budget. It's pretty amazing.

19 So, we are very excited to get started, July 1, and I
20 thank you, Director Feinman, for mentioning about, thank you for
21 this one year of figuring out how many students would be on
22 what scholarship, what financial aid with this new opportunity.
23 And I appreciate that.

24 But I really also appreciate this conversation. This
25 past week was a big week for Virginia, Senator Lucas was there

1 with the Governor on Tuesday morning to announce the best
2 state is open for business. And that is also reflective of what you
3 guys do.

4 Last week, and Prince Edward County celebrated the
5 Work Ready Community, and that was something else that the
6 Tobacco Commission has invested in. And I think there are two
7 counties left in that region, including Southern Virginia. Those,
8 what you have done, those calculations actually go toward the
9 workforce ranking and rating, and that goes for that open for
10 business. I just wanted to put in a plug for that and for all that
11 effort. It's a lot of data to look at and being open for business.
12 That is actually one piece of it.

13 Interesting, on Tuesday, we continue to be in the top
14 three phase for workforce, that is our strength that we are
15 always noted for. We were one, and then we went to three, and
16 I saw that number, and I was like, ah, three, what happened.
17 It's very interesting. The metrics change, we have high skills, we
18 have a great workforce and we have a little bit of a shortage
19 right now, we're working on that issue, but one of the issues was
20 recruitment.

21 So, the two states that beat us is Colorado and Texas,
22 and we could share some war stories, as well. They do a
23 fantastic job of recruiting workers from outside the state into the
24 state and that was a new metric this year that in Virginia, we
25 don't do as well. And then I thought about rural Virginia, you

1 guys have been doing this for years trying to think about it's not
2 about this, it's recruitment. Now, the new thing is worker
3 recruitment. I want to throw that out there, that's kind of a new
4 thing in talking to chambers, and the chamber is thinking as a
5 whole, the Chamber of Commerce, about what the worker
6 recruitment looks like. So, that's just something I wanted to
7 throw out there, it's kind of a new word that I've been trying to
8 get through. A lot of people here have already used that
9 language, but it's something to think about.

10 Now, Randy is working on the specifics of G3. You
11 can have all these dreams, but you've got to put them into place.
12 Sometimes that's very challenging, and so I really appreciate the
13 Randy, his work, as well, he does a lot of other work, especially
14 under our Federal Workers Program. He's going to do a quick
15 presentation of mainly what G3 is. But I really thank you for
16 inviting me today to have this further conversation about what
17 does talent development look like in the region that you serve
18 and represent. I think there's some really great opportunity here
19 to discuss that.

20 MR. STAMPER: Thank you, Secretary Healy, Mr.
21 Director, Madam Chair, and members of the Commission or, I'm
22 sorry, the Committee. Thank you for the time today, we really
23 appreciate it. I think this is precedent and well thought out to
24 discuss where the intersections of these two programs are and
25 how we can use that as a benefit to optimize both of them.

1 So, I've just got a few slides here that I'm going to
2 run through that will give you kind of the details of how this thing
3 operates. As most of you probably know, this was passed in the
4 2020 General Assembly and then COVID came to visit and all
5 new funds were removed from the budget. So, this past General
6 Assembly in January, Speaker Filler-Corn and Senator Saslaw
7 introduced bills in both houses to actually put this into the Code
8 of Virginia, and it was approved at the previously approved
9 matter, which is thirty-four and a half million dollars per year.

10 So, how will that work? Oh, in late-breaking news, if
11 you heard the Governor the other day, it's now get skilled, get a
12 job, and get ahead. There was a give-back component in the
13 original legislation that kind of fell by the wayside. So, I'll update
14 my slides soon.

15 So, what is it? It is a last-dollar grant program for
16 adult students, not for high school students or dual-enrolling
17 students, who qualified for in-state tuition, so they've got to fill
18 out a pass or in the noncredit side, they have to fill out an
19 application for aid. Any age have to classify as lower middle
20 income, which in the context of the bill is up to 400 percent of
21 poverty. Which for context, for a family of four, that's about
22 \$100,000 a year. So, it is means based and it is limited to a
23 certain number of high demand fields, which we'll dig into here in
24 just a moment. Once they are enrolled, they have to be part- or
25 full-time. Part-time is six credit hours per semester. Full-time

1 would be a minimum of 12, and they have to make satisfactory
2 academic progress as reflected in the GPA.

3 Those five targeted areas are shown here, health care,
4 IT, manufacturing, construction, and trades, early childhood
5 education, and public safety. If you look in the actual budget
6 language, we use what are called CIP codes, they are curriculum
7 identification codes, so the actual CIP codes of the programs that
8 are approved are in the budget.

9 So, what happened is a couple of years ago when we
10 first were making the case to pass it, we started working with the
11 colleges to identify curriculum, identify courses that would qualify
12 for this, and to kind of change up how the courses would be
13 delivered. Instead of just looking at simply here's a two-year
14 Associate's degree program, how do we break that up into
15 chunks that have meaning in the workplace but that also align to
16 one another, so somebody could get chunk one, come back and
17 just seamlessly move into chunk two and so on, all the way up to
18 an Associate's degree. So, that work over the last couple of
19 years has rendered roughly a thousand diploma and certificate
20 programs, so these are credit-bearing programs and about 550
21 short-term programs, or in the case of how we administer it,
22 fast-forward programs which you all support so well.

23 So, again, three levels culminating in an Associate's
24 degree. That level one could be a short-term credit-bearing
25 credential or it could be a fast-forward credential. In some

1 cases, it could be both, a student can enroll in both the short-
2 term, fast-forward credential, and, also, a short-term credit
3 program. The curriculum work we did was to take those
4 Associate degrees and kind of flip them, so most of these areas
5 are technical areas, hands-on skills, those sorts of things, which
6 traditionally those skills would come at the end of a curriculum.
7 You get your English 101 and your General Education electives
8 and those sorts of thing at the beginning and then really get the
9 hands-on skills at the end, we turn that upside down. So that
10 when you complete section one, you have some real applicable
11 hands-on skills that you can deliver in your workplace.

12 So, again, it is last dollar, you must, if you're going to
13 be on the credit side, you must apply for federal financial aid. If
14 you receive federal financial aid and in the event it wouldn't be
15 enough to cover all of the costs of attendance, then G3 would
16 come in and kind of fill around the edges and fill the gaps.

17 With the noncredit, we do have a small amount of
18 state aid for noncredit Workforce programs that are approved.
19 And there's an application process for that, it's not nearly as
20 complex as the federal, but individuals up to 200 percent of the
21 poverty line can receive state aid to pay their first third.

22 Oh, and yeah, there is what we tend to call the kicker.
23 If an individual enrolls full-time and fills out the application and
24 receives full financial aid from the federal government in the way
25 of a Pell grant, so all of their attendance costs are covered and

1 they're making the commitment to go full-time. They can
2 receive up to about \$2,300 per year to offset other costs, like
3 child care, transportation, car repairs, and those sorts of things.
4 So, it benefits students obviously, it benefits the economy, it
5 benefits employers seeking to hire.

6 The approved programs, and not, you know, not every
7 program and every college in those five areas is necessarily
8 approved because the curriculum has to be flipped, there has to
9 be labor market demand in the region, so they're not one
10 hundred percent programs that are approved, but for those that
11 are, we see about a 60 percent wage gain in individuals who
12 complete those programs, so pretty significant.

13 As Dr. Healy stated, it's live, we went live on July 1st,
14 colleges are already packaging aid. We had a couple of colleges
15 to let us know that they are already fully encumbered with their
16 allocations. So, it's exciting, it'll take time to get the word out,
17 we do have a little marketing money set aside that we're going to
18 promote this statewide, but it's taken off quickly.

19 So, that is the nuts and bolts of it. I am happy to
20 entertain any questions. I do have some additional information
21 to answer some of the early questions you folks have if you're
22 interested. You said this was going to be an informal
23 conversation. So, I'll step over here.

24 UNIDENTIFIED: The information on the, that's all
25 there?

1 MR. STAMPER: Yes, that's correct. Every community
2 college has a website dedicated to this and individuals who are
3 running the show.

4 MS. COLEMAN: I have read about the performance of
5 the students, how does that work for the community colleges?

6 MR. STAMPER: Yes, we'll see how that works. It's a
7 performance-based metric, but for, when colleges report their
8 data to us at the end of the semester, at the end of the year, we
9 will look at the number of students who are in those approved
10 programs, who have met those credit benchmarks, and then,
11 Megan, I can't remember, is it \$250 per student that would be a
12 performance incentive to colleges, for students that make that
13 study progress?

14 SECRETARY HEALY: That was actually an original
15 budget language that was two years ago in 2020, at a
16 performance to the community colleges to pay for that.

17 MR. STAMPER: Oh, really?

18 SECRETARY HEALY: Because I know some of our
19 monies Committee staff pulled that out, so that might have been
20 when it was original, that was an original plan. So, I will also tell
21 you the General Assembly, thanks to them, gave an additional
22 money for advisers, so, it was kind of more of that performance
23 pay that you need to get more money for services, other states
24 have performance funding, and so there is additional, was it six,
25 \$5 million, two-and-a-half for G3 advisers and two-and-a-half for

1 regular advisers to the community college. And that was added
2 to the \$36.5 million that was allocated to the community college.

3 MR. STAMPER: We'll check on that.

4 UNIDENTIFIED: That came from the news report.

5 SECRETARY HEALY: That was the original idea. So,
6 yes, there was a little, some confusion, because we had to run
7 the budget language in the bill twice, so that could have been
8 from earlier when we ran the bill first, and the money was
9 unallocated due to COVID.

10 MS. COLEMAN: So, looking at your criteria before you
11 even start or before we even go on the path of where are we
12 going to spend this money, I think we need to look at whether or
13 not we're leaving anyone who received WFA funds high and dry.
14 So, you have a 400 percent means based test and what does the
15 Commission have for WFA?

16 MR. FEINMAN: We have the last dollar, and so in
17 practice, that's going to land, I suspect we were not subsidizing
18 people that frequently when we were accomplishing our goal of
19 allowing our funds to last, to true last dollar recipients. In earlier
20 years, we were less rigorous in our pursuit. And so at that, you
21 know, there were probably some people, I don't think last year,
22 but if you started looking who were from more affluent families
23 who were benefitting from that. I don't think that was ever the
24 goal of the Commission in pursuing this funding, it's very
25 challenging. We had a lot of data issues related to privacy and

1 tracking our funds relative to the financial plan. Really good
2 accommodation with VCCS of how they can anonymize what they
3 need to anonymize, so we can verify that the people who are
4 getting our funds are actually deserved because, you know, we
5 all, nobody is interested in funding somebody's family to cover
6 the cost.

7 UNIDENTIFIED: Anyone high and dry --

8 MR. FEINMAN: -- up to six-figure incomes in
9 households with the option or goal of applying our funds to last
10 through the last dollar that recipients in earlier years we were
11 less restrictive, we were less rehearsed in our pursuit of making
12 sure that the lowest income of most financial challenges or were
13 receiving funds and there were followings to be bold. And I think
14 last year or starting two, three, four years ago, we had to make
15 sure that families were benefitting from these payments. I don't
16 think that's ever the goal of the Commission in pursuing this
17 funding.

18 It's been very challenging. We had a lot of data and
19 issues related to students and tracing our funds relative due to
20 the financial position of various students. We've been in
21 consultation, we've had a good foundation with how these
22 courses and on-line courses work and then, of course, people
23 that are using our funds and people that have a financial need
24 because we all know about the funding when that is in need of it
25 and all the costs.

1 MS. COLEMAN: Some of the questions where all this
2 may come from -- (unintelligible).

3 MR. FEINMAN: I have one remaining question about
4 that, Madam Chairwoman. Our top priority in this program, any
5 Workforce credential that could be obtained in six months and
6 the two programs that really spring to mind there are people
7 getting their CDL and people entering our lineman training
8 programs are those and similar programs, they don't fit
9 incredibly neatly into the five categories, are those covered by
10 G3 or no?

11 MR. STAMPER: No, the CDL would not be, the CDL is
12 part and parcel of the powerline training. There's a provision in
13 the law where if you're enrolled in a G3 program and a non-G3
14 program, G3 will not cover it. So, we talked with the presidents
15 of the 11 colleges a few days ago. And by their numbers and
16 they've submitted data, 30 to 50 percent of their classes that are
17 workforce related will not be covered by G3. CDL, automotive,
18 diesel mechanic, many things like that. So, there's still going to
19 be Workforce Development programs that can use the support of
20 the Commission.

21 MR. FEINMAN: Of those programs, there is still some
22 general fund aid, for those programs, there is still general fund
23 aid outside of the G3 program.

24 MR. STAMPER: Well, fast forward, these are not just
25 fast-forward credentials. They submitted to us and the three

1 priorities fast-forward stem and kind of the all other, so it's
2 distributed across all three of those areas.

3 MR. FEINMAN: I think we do want to make sure,
4 those are big swings, somebody who has a high school degree
5 and gets a CDL and makes \$65,000 to \$70,000 in two months,
6 that's a significant change in that household, so I think it
7 probably would be worthwhile to get together with our
8 community college partners and in the grand scheme try to
9 figure out and maybe do an analysis of where our funds have
10 gone in the last couple of years in terms of the program and then
11 send that to you all and to see specifically what is covered and
12 make sure we maintain money there. I don't think that will be
13 even a third of the total of the two-and-a-half million that we
14 spend per year on this program. So, I think there's still a lot to
15 do and that's a good thing to identify right off the bat.

16 MS. COLEMAN: I was going to turn this, Sarah, there
17 are other studies or other areas similar to this, the CDL that
18 comes to mind.

19 MS. CAPPAS: The short-term programs and the
20 Workforce Program, not all of those are covered.

21 THE COURT REPORTER: Would you please speak up.

22 SENATOR LUCAS: Madam Chairwoman, are there
23 different colleges or different community colleges that have the
24 need for CDL training and upgrade all these skills?

25 MS. WILLIAMS: Absolutely. Not all of the colleges

1 have CDL training programs or aligned programs. Some schools
2 are limited and others are just, because the programs that they
3 offer. You see that a lot in priority one for us and the short-term
4 credentials. Some schools have a very strong CDL program and
5 other schools don't have it at all.

6 MR. STAMPER: If I may add, the reason they have it
7 that way is that every college be approved for fast-forward
8 funding for credentials, they've got to show what in their service
9 region what the labor market demand is, not just through
10 numbers, but through actual interactions with businesses who
11 provide letters of support, guaranteed interviews. So, the
12 industry mixes college by college to find by what, who's hiring.

13 Add additional gaps that we might see that we fund
14 for G3. What is computer science, right, so if try to check on
15 that, that sounds weird, right, so we say technology. It's like IT,
16 cyber security, computer science, the monies -- want to double
17 dip because community colleges that graduate computer science
18 graduate and they transfer to an institution, we have a fund, a
19 tech talent fund actually reimburses the community college for
20 that student for graduating.

21 So, but it would be great to pay that upfront cost,
22 right, since it supports students who get through computer
23 science, which is so hard before they transfer to the institution.
24 So, I would say that's a gap, a second gap.

25 I also point out is nursing, during this pandemic,

1 nursing is a huge issue, it was a big issue before, it's even bigger
2 now. Community colleges, to be a nurse, you have to take an
3 entrance exam and you have to take so many courses before you
4 are allowed into their classes. Those courses can be general, like
5 your anatomies, your sciences, your English before admitted to
6 the nursing. Those classes, pre-nursing classes also do not count
7 towards G3 and we definitely need a lot more health care
8 workers. And so, some colleges combine like a CNA course
9 within the general studies courses, other they just take general
10 science courses. And so that's been a gap, as well.

11 SECRETARY HEALY: When you look at computer
12 science and the technology fields of the money for that and you
13 have these community colleges that graduate computer science
14 people and then they transfer after they graduate and actually
15 there is some reimbursement to the community college for those
16 graduating. It would be great if you could pay the upfront cost
17 right to a support the students to get through. And then there's
18 got to be a match.

19 I also want point out that nursing and during the
20 pandemic and the key issue then was, and it's bigger now and
21 the community college for those that wanted nursing and they
22 were having courses and they had to take an entrance exam
23 before you're allowed to take that, courses like English, pre-
24 nursing classes, and we certainly need a lot more hospital
25 workers. Some colleges combine these courses and others do it

1 differently.

2 MR. FEINMAN: Administratively, and I recognize if we
3 were and for those in situations where the students pay the
4 community college upfront and then are reimbursed when they
5 transfer, would we need to change the code for the Commission
6 to be reimbursed if we put the money upfront? I mean I don't
7 want to, I don't begrudge the community colleges any money,
8 but if we're putting up the money to pay upfront and then the
9 reimbursement payment comes in, maybe we could just do it
10 through an MOU with the community college, but I'm not sure.

11 SECRETARY HEALY: So, it depends, so the money
12 goes back to the, incentivizes the college. So, it doesn't go back
13 to the person.

14 MR. STAMPER: It's not paying off their tuition or that
15 sort of thing. It's an incentive to the colleges to help with, you
16 know, faculty, equipment, software, those sorts of things, so it's
17 not a one-to-one match between a student paid this tuition and
18 then they get this much.

19 SECRETARY HEALY: Well, each university and
20 community college, the system itself is a negotiated rate, like
21 Virginia Tech actually gets the most reimbursed. The community
22 college, I'll be honest, the reimbursement, because it's like the
23 first two years, I mean that's up to, but we can get those
24 numbers.

25 MR. STAMPER: It's only a couple of million dollars a

1 year total currently.

2 MR. FEINMAN: We're recognizing that there are going
3 to be, that we need to identify the specific gap, but also that
4 those gaps will be a subset of the total amount that we were
5 supporting before. It seems to me that there certainly will be
6 funds freed up to fill in other gaps. So, in my thinking about it, I
7 have sort of come up with four possible ideas, and I know
8 Secretary Healy, you have some ideas. So, I think that we've
9 got a process now whereby we can figure out exactly what we're
10 currently supporting that isn't covered by G3 so that we don't,
11 not poke any holes in the safety net.

12 The four thoughts that I had, and I think before we,
13 I'll run through mine, and then, Madam Secretary, you can do
14 yours. My thoughts were, one, we have a very robust high
15 impact competitive education program that is designed to solve
16 specific needs and specific goals and those proposals get a lot of
17 scrutiny, we really kick the tires pretty hard when a specific
18 institution comes to us where we want to start a new nursing
19 program, for example, and we need equipment and tuition and
20 the salary for professors until tuition cover that.

21 Sarah and Sara and their staff had been monitoring
22 that and have taken a really hard look at that. So, we know that
23 we get high impact from our competitive education grant, and we
24 could put this money into that program and make more of those
25 grants.

1 The second is their Talent Attraction Program, that's a
2 great program -- an up-and-running program, and we pay up to
3 \$12,000 a year in student loan debt for people who live, work,
4 and are civically engaged in the Tobacco Footprint in certain
5 targeted fields. We could expand the fields. We could make the
6 payments more generous, or we could spend some of the money
7 on marketing, which we currently need some help -- of the
8 Talent Attraction Program.

9 The third would be to work with our various secondary
10 institutions, community colleges, and higher ed. centers and the
11 new college -- and help with any problems encountered and
12 identify specific priorities for each of those and then support that
13 priority with the remainder of these funds. That looks a lot like
14 our Category 5 prioritization from before which is to say the
15 lowest priority that this Committee gave, but it still was on the
16 list of priorities that this Committee gave.

17 The final idea, and this is one that I think is higher
18 risk, but higher reward, unfortunately, those two seem to go
19 together -- would be to concentrate funds on one or two
20 awardees per year with an aim toward supporting a generation of
21 regional competitive advantage. So, that would be saying not,
22 we're going to make an incremental improvement in X, Y, or Z
23 offering, but rather to say we're going to support a community
24 college or a four-year institution in building a top 20 or top 10
25 specific area of study or research in the hopes that that then

1 creates a marketing and attraction piece for that region, maybe
2 new industrial partners.

3 The reward there is, you know, having done this for a
4 few years now, business is so global and offerings are so flat that
5 by and large if you're not the best or one of the best at
6 something in your region, why is the business going to go to your
7 region when they can go to one of the best? You know, whatever
8 their field or industry is. And so we've got to start to generate
9 that competitive advantage, it doesn't necessarily have to be
10 with this program, but Workforce is going to be a big part of
11 generating that.

12 The risk is if we get it wrong, right, and so if we're
13 only placing a couple of couple of events per year, and some of
14 them will need to be multi-year events, because it's not easy to
15 get yourself to, you know, national or global top status. If we
16 get it wrong, well, we've spent some money and we've burned
17 some time during which we weren't adding the money in some
18 productive enterprise otherwise.

19 That said, I can't think of a lot of other ways where a
20 few million dollars a year measurably move the need. The
21 example I would give would be in Southwest Virginia, rather than
22 say we're going to spend a couple of million bucks working with
23 Mountain Empire and UVA-Wise to create a new program. What
24 if we put \$3 million down and said go get the best material
25 science person from, offer them a million dollars a year, offer

1 them a million-and-a-half dollars a year, and a commitment that
2 we're going to build an incredible laboratory. Go get somebody
3 from Caltech, go get somebody from MIT, and say, I mean we're
4 going to, we're going to say we're going to be the best at this
5 thing, right, and that, that, I think, I think to be most excited
6 about that, but I also think it's the high risk.

7 So, that's what I've sort of, in my thinking about it,
8 my conversations with Chairwoman, that's that I've shared with
9 her, and then, Secretary Healy, I know you have some thoughts,
10 as well.

11 SECRETARY HEALY: No, those are fantastic, those
12 are, those are great, great thoughts, yours, the bucket, I think
13 everything that I have been thinking through aligns to one of
14 those buckets. This is great.

15 One of the things that we talk about is tuition,
16 scholarships, last dollar, we know students in colleges, when they
17 drop out of community college, the average GPA is 3.0. So, it's
18 not like they can't do the work, it's a flat tire, which is, you know,
19 50 bucks. They don't have it, they drop out. It's for a job, it's
20 for child care reasons, and so I want to first think about the
21 bucket of students first, that's what I like to talk about. One is
22 wraparound support.

23 This is a true story. Tuesday, we're, Shannon was
24 actually there at DCC and when Secretary Ball with Governor
25 Northam was there, we were celebrating G3, it was a very

1 exciting day. Secretary Ball whispered to me and there was a
2 new class of students coming in, and the Governor was trying to
3 say like, hey, what's your dream job, and they're all like stunned
4 like, I don't know, you know, that's fine, you don't have to know
5 what you want to do, right, that's why you're here, we're glad
6 you're here.

7 There was one woman, and I did not, I did not speak
8 to her in the background, but she had a black guy, and Secretary
9 Brian Ball was like (unintelligible), yeah, welcome to community
10 college, like I can name so many stories, I remember one
11 student, she came to me and she said her boyfriend beat her the
12 night before, he might come through that door, I just want to let
13 you know, and she had like, I remember, I can still see her with
14 the bruise, you could see she got grabbed. So, I stood by the
15 door, as a teacher, I said I'm going to stand by this door and I'm
16 going to teach from this door. And nothing happened.

17 But, you know, that student did not even learn
18 anything that day, because they had so much else going on. And
19 that's our community college students. One of the things for
20 students is we still need to continue wraparound support. What
21 does that look like, child care, transportation, student services,
22 that's my favorite part of the student's success. Thanks to the
23 General Assembly. We need to give them extra money.

24 And the other thing is I've asked for funds because
25 they're public, so you can see my billions of dollars asked to the

1 Governor, which you -- working on in August is how do we have
2 community, I call them family community centers, at community
3 college campuses, this would be child care centers, mental
4 health, behavioral health, and free health clinics. And this would
5 be no the community college, don't worry, you're not going to be
6 liable for this, this would be like a third party. You would have
7 somebody come on to the campus and provide these services,
8 with mental health and health clinics. There's a lot involved.
9 There's liability of knowing and understanding people's mental
10 health. But just building infrastructure on those campuses to
11 provide that.

12 Badford, who's our secretary, she was telling me
13 about when she was at William and Mary, they had asked for a
14 couple of million dollars extra and that was to pay for a
15 psychiatrist because of just mental health issues with college
16 students. And I'm thinking I can just name a list of all my
17 students that struggled in Martinsville, and we had no services.
18 They would come to me with issues, and I would have to refer
19 them to the CSB, and I'm never sure if they actually showed up,
20 right, it was not accessible. So, that's just something when you
21 think about students, this wraparound support. I don't know
22 what that looks like, but that is something that we need
23 students, we need for them to, that's one of the large gaps I
24 would have. So, that would be counselors, career counselors,
25 that would be advisors, but that also should be how do we build a

1 better infrastructure to support.

2 My favorite part about this model is that we have our
3 students, our nursing students, our ones like students, we have
4 at Southwest Community College and others, they can actually
5 intern within these offices at the community college campus and
6 to support the other students and learn. Child care centers is
7 another thing, we have free community college for child care
8 centers. We have students that are working, want to learn that
9 industry, or working within those child care centers. We have
10 one at the Y, that has the one at Piedmont, and then Headstart
11 that is out at New River Community College. So, again, another
12 vendor, but we have students that are engaged in that, teaching
13 the students, those students are actually children of faculty
14 members or students. So, it's perfect. So, just something like
15 that, opening access is one of those things, as well as developing
16 the workforce.

17 The other is the faculty itself, right, so if we want to
18 be a tech com, if we want nursing faculty and other industry,
19 technology. We, the community college, and they speak to it if
20 you want to ask them, can't afford good faculty members. And
21 so, the community college struggles. And now we want to do
22 dual enrollment with high schools. You know, community college
23 pays better than high schools. So, how do we expect that we
24 have qualified teachers in the high school to teach cyber security
25 and computer science. So, there's Northern Virginia Community

1 College, their cyber security person is endowed, so they received
2 extra funds to pay a higher salary to bring in extra talent. They
3 are someone, kind of what Evan was calling, like the super star,
4 like how do we have those in community colleges, how do we
5 maybe pay, I know it's tricky with the wage differential between
6 other staff, because, right, but like we need more talented
7 workers, and we have to compete with the industry itself. It is a
8 challenge across the whole state. So, that's one of those about
9 making talent, adding quality talent to our students. And we
10 have some engaging with adjunct faculty members for other
11 business communities and they do a great job with the
12 community colleges.

13 Really also in going back to the student is earn and
14 learn opportunities. So, specifically, I would say there are
15 studies done and there has to be a steady income and we are
16 excited in creating a definition of who qualifies for financial aid,
17 which is a game changer. We also know that certain populations,
18 that higher education, they don't see it as a possibility, they say I
19 need to get a job when I'm 18, I need to support my family, so if
20 there's other universities, that give the student a job and
21 education at the same time, not apprenticeships, but they might
22 work on a community college, you might have an employer say,
23 hey, I'll pay some of your students and I've been working with
24 VCU on this on their IT department. You know, we're not known
25 as a technology university, how do I recruit good students to be

1 in my tech? I said if you give them a job and you give them a
2 degree, it helps. And then I said, I looked over at their hospital,
3 who's always complained to me, I can't have IT talent, who's
4 working within the hospital doing a lot of the health IT work, and
5 I said so they're building a program that you're admitted to VCU,
6 you're working 20 hours a week in the job at VCU Hospital, and
7 then your first two years and the last two years, they set up
8 internships at CarMax, at Capital One, other folks, so you're
9 bringing in a different type of student that says maybe this is not
10 for me, but if we can try to connect into jobs, that just one of,
11 another idea I had, as well as any kind of income, like bonuses,
12 have been pretty effective on a performance to students, or half
13 of your degree.

14 Then, lastly, is the economic bridge thoughts, right,
15 so, or if we're talking about -- we found during this pandemic
16 that you don't have to live in that expensive neighborhood in
17 Northern Virginia if you're working from home, right, so what
18 does that look like, how do we build these talent hubs, how do
19 we, going back to my initial comment about workers, not about
20 businesses, how do we leverage some of our community colleges
21 to produce amazing workers, as they do already, and then how
22 do we market that to Northern Virginia companies, right? So,
23 people can work remote, you know, how do we make those
24 connections and that's something you guys think about every
25 single day, I know, but going back to the concept we did about

1 ten years ago, how do we bring that back, I think the landscape
2 has changed, and we can have remote workers. We toured, I
3 toured around Amazon, some people talking about how can we
4 have Amazon jobs, it was interesting, they were like, well, it's a
5 good idea, but there's a certain culture around coating, and it's
6 trendy and they like communities, but just trying to figure out
7 how you build those communities. And you think about that, it's
8 also part of obviously VDP's agenda. So, how does community
9 colleges or universities work together to create the talent hubs
10 and then you sell the workers to companies. There's already a
11 big group doing that now. But how do we expand on that?

12 MR. FEINMAN: Madam Secretary, what are we talking
13 about if we were, per community college basis, what would the
14 cost of a child care center, somebody just really knocking it out
15 of the park on an overall wraparound services approach?

16 SECRETARY HEALY: There was, I know the VCS
17 Foundation did a quick, as part of the Davenport Institute, many
18 of you guys know, gave a million dollars to the community
19 colleges to develop child care. And then we had fellows and
20 students pay for tuition, and there was also a lot of funding that
21 already goes, if it's federal funding and state funding through the
22 Virginia Early Childhood Foundation, which I am on that board
23 and love. I have a four year old, so it's super important to me.
24 So, I take it personally in trying to get these services to
25 community college campuses and everywhere, like accessibility.

1 We saw that during the pandemic, we have about 90 percent of
2 child care centers open now, and we're still, but the rural areas
3 are still lacking child care centers. And so, and we need people
4 to have their kids, the access to go back to work, and that's one
5 of the challenges. The number two issue why people are not
6 going back to work is child care. So, really, there is a report, and
7 I can send it over to you kind of looking at it. My request, which
8 is online, I did ask for like \$20 million, and that is to put out
9 grants first to build up infrastructure, you know, if you have
10 classrooms that you have to take -- but really also work with the
11 third party vendors, as well.

12 MR. STAMPER: Mr. Director, I would say, too, part of
13 all of these asks everybody is going for this money, is to fund the
14 community service boards to hire a dedicated health care
15 professional for community colleges. So, that's in the mix, as
16 well.

17 MR. FEINMAN: Candidly, I think the health care side
18 of it is probably a little outside of the Commission's wing, trying
19 to be tactful, on health care, and there's a long history behind
20 that at the cancer centers. I think the child care focus of
21 workforce training is a vehicle itself and is a very clear
22 impediment to potential -- and it's easier to walk to where we
23 are.

24 MR. STAMPER: I would add to what Dr. Healy said to
25 give some context. We did a survey of students just over the

1 past year, it's called the Real College Survey, it's a national
2 survey, that finds out what are the characteristics of students
3 and within our 23 community colleges between 40 and 50
4 percent of our students reported by themselves last year that
5 they were either food or housing insecure during the course of
6 the year. They don't know where they're going to get their next
7 meal, they're couch surfing, they're living in their cars. So, the
8 picture of students that we traditionally think about graduated
9 high school, going to go transfer, those are not our students.
10 They are very, very high level.

11 MR. FEINMAN: Just to put a pin in it, but getting
12 away from the kind of wraparound services question from the
13 individual institution standpoint and from the system standpoint,
14 yes, there's a lot of gravity made up, and I'm surprised and,
15 frankly, impressed that there are people whose life situations are
16 in dire need and still pursuing education. Are there some good to
17 great opportunities, as well, things that the various institutions
18 would like to do but since we don't have the resources to do it or
19 equipment-based things?

20 MR. STAMPER: Yes, what we've heard from the
21 presidents and from the Foundation members is there's a broad
22 recognition that G3 is going to offset some of the costs that the
23 Commission has been paying for, and it's great that we'll have
24 this year to kind of see where is that balance. But startups of
25 programs and community colleges respond to their communities,

1 so a different mix of programs, as I mentioned earlier. But
2 startup costs, faculty, equipment for these very highly technical
3 programs. And with IT just staying ahead of the curb, because
4 obsolescence, you know, is an annual fact. I think the colleges
5 would say we'd like to be able to make sure we don't drop
6 anybody out of the bucket from the tuition standpoint but help us
7 work with the Commission to go from good to great, or to go
8 from not there to there, right, to startup programs that are
9 responsive to needs. I know you do some of that on the
10 competitive side. But this is something that I think could be
11 more tailored college by college.

12 SECRETARY HEALY: If you would add one thing, I
13 know that you, you mentioned health care, and it's tricky, right?
14 This year, for best state for business, it was one of the metrics,
15 it's important and healthcare, especially rural areas, and really
16 having those clinics on the campus, can reimburse Medicaid,
17 right, so they can take insurance, CSP can, as well, I mean I just
18 think it's important. I know where you're going, but I just want
19 to put one more plug in because I think to fully wrap our arms
20 around these students and make them successful to build our
21 economy, I think it's important.

22 MR. FEINMAN: One of the other things that I think we
23 can going back to the flexibility that the Commission offers is,
24 you know, if we could pilot, and I wonder if that might not be
25 particularly if it's going to mean that the community colleges, but

1 we say community college here, but we really need sort of the
2 broad universe and post-secondary. They're in our footprint.
3 Could be leaders in the space. Is there a, I wonder if we don't
4 and there's a version of this that just says let's do it in
5 competitive education, but we can also tailor our solicitations.
6 Sometimes the door wide open and say bring us what you want,
7 and sometimes we're more prescriptive in our funding and we
8 say, here's what we're looking for. We could certainly take
9 direction to say what are some things that, it would be tough to
10 get the General Assembly to fund to just try, but we, if we've got
11 an institution that's willing to come along with us might be willing
12 to see if it works, is there stuff that's floating around that people
13 would like to try? It seems like some folks are trying to, the
14 angle, and that's working, right? What else is out there in the
15 universe?

16 MR. STAMPER: We're getting ready to launch with
17 secure funding from a limited foundation and some state
18 discretionary funds and whatnot, and we're getting ready to
19 launch what we've been calling Infrastructure Academy,
20 Dominion is involved with it, Heavy Contractors Association. In
21 essence, we're going to look at road-building, electrical grid
22 infrastructure, solar wind, those sorts of things and try to build
23 pilot programs around the state regardless of what happens in
24 Congress. Because we have budgeted projects right now that
25 need thousands of workers. So, that's kind of a pilot thing that

1 we're doing that will certainly eventually impact probably all of
2 the colleges because those projects happen everywhere.

3 But that's an example, you know, many colleges
4 through partnerships, and I would welcome, you know, Shannon
5 or Dr. Sprinkle to give some examples, but through partnerships
6 with particular nonprofits in their areas will have, you know, kind
7 of little centers of excellence kind of programs to respond to
8 student needs. But as far as a comprehensive response to those
9 challenges, I'm not aware of anything.

10 MS. COLEMAN: Welcome.

11 MR. HAIR: Good morning. I may go on a completely
12 different direction with my comments. But, Randy, please ask
13 that question again?

14 MR. FEINMAN: If you could just identify yourself for
15 the record.

16 MR. HAIR: Thank you, I am Shannon Hair, I serve as
17 Vice President of Institutional Advancement and Development,
18 and serve as the Executive Director of the Danville Community
19 College Educational Foundation.

20 MR. STAMPER: I think what the question that the
21 Director had was, are there examples of little pilot projects that
22 address specific whether it's student needs or really particular
23 unique community need in a community college area that maybe
24 the Commission could mimic doing that college by college? And I
25 know you have great relationships with nonprofits in your region,

1 there's the IALR, which is unique to Danville.

2 MR. HAIR: To specifically to answer that, Evan, every
3 community college in their relationships in their communities
4 with their higher ed. centers and their nonprofits obviously are
5 going to be different because it's directly to a response to the
6 community needs. So having those relationships with individuals
7 like the Institute, individuals like the Community Foundations,
8 being able to work with national organizations like Feeding
9 America, are very important to help and sustain why a student
10 comes to the community college. So, I would be willing to bet
11 that all 23 community colleges are having that same
12 conversation about how do we work with the community
13 foundations, how do we work with the four-year institutions to
14 help those students matriculate and to continue to move
15 forward? So, that's almost a given.

16 We realize that because of that, things that we did not
17 talk about a dozen years ago or five weeks ago, about food
18 insecurity and housing insecurity, is now first and foremost. So,
19 having those types of agencies like Feeding America come in and
20 help the community college and stand up a food pantry for any
21 student that may need a healthy meal is very important to
22 sustain them while they attend school, so they're not having to
23 decide do I actually pay that three-credit class or do I go buy
24 groceries. So, that's exactly what we're here to do in addition to
25 many other items. That's exactly right, thank you.

1 MS. COLEMAN: Thank you very much for your
2 comments.

3 MR. FEINMAN: Thank you, Madam Chairman. The
4 ball is in the Committee's court. While we'll hear more from the
5 people in the audience, we do not have the ability to take every
6 one of these down in a way that would be comprehensive in
7 detail, so we do want to tighten up what specifically we're going
8 to have to staff in our evaluations. So, I think the first question
9 is what can be the alternate, something that the Committee --

10 MR. CUNNINGHAM: I kind of hark back to where we
11 were, the Education Committee and our purpose with the Talent
12 Attraction Program, perhaps there could be an emphasis on
13 retention. Obviously, we can get the talent to the Footprint and
14 the issue is can we keep it? Perhaps that might be arrogant to
15 identify some type of way to get qualified people to stay, to
16 teach, to work in the area.

17 MR. FEINMAN: So, we, right now, we essentially tailor
18 this to the Talent Attraction Program award to your outstanding
19 debt per year or \$12,000 per year, whichever is the lesser. But
20 then our assumption is that the reason is if you've gotten -- in
21 four years, you could explore a year six or a year seven, and I
22 don't know that I've seen anything like that anywhere else. We
23 did try to break some new ground in looking at other states that
24 have Attraction Programs.

25 MR. CUNNINGHAM: If we get them to stay a little

1 longer, perhaps a family.

2 MR. FEINMAN: We can certainly explore that.

3 SECRETARY HEALY: For a position, two-and-a-half
4 million dollars, and what they were doing years ago was giving
5 25 people \$100,000. And Commonwealth of Virginia, and that
6 can be very expensive and they leave and we're under the
7 assumption that every year you get more and more money. A
8 hundred thousand, maybe 25,000 this year, and 50,000, and
9 then build up. But, yes, I love that idea, especially when
10 recruiting for positions.

11 MR. FEINMAN: We direct our Talent Attraction money
12 to the VDA Program, and we're going to have to work with them
13 a little more and be more prescriptive. Part of the challenge of
14 that is that they're sort of serving a use it or lose it mentality,
15 and we try to remind them if you don't spend it all, that's okay.
16 But having looked at those wholeheartedly, and we see a few
17 people in the Talent Attraction Program who are not on the
18 health side and who are in health occupations, occupational
19 therapists, who seem to come out with really, really large debt
20 load, but they seem to be attracted and certainly maintain that
21 for longer.

22 MS. COLEMAN: Any other suggestions?

23 MR. HARRIS: I'm just sitting here listening to so
24 many different things and wondering if we can sort of go to the
25 different regions or colleges and maybe see what the greatest

1 need is in that area because it might be that we might have
2 students that would continue to go to school, but maybe for
3 some reason like it's been said, the housing they needed, why
4 couldn't we try to see what's needed in different areas instead of
5 just going one way. And then we're going to miss a lot of
6 students and some of them might drop out, because they start it
7 and they just can't finish because of needs in the different areas.

8 MR. FEINMAN: I think we can, and that would be a
9 decision made for us to go and investigate a region by region top
10 student retention problem. Maybe we can explore that and flush
11 that out, and I am confident that, and we've got people involved,
12 Secretary Healy and Randy will work with us on that, along with
13 our program that specific colleges because it's to their benefit.
14 What I want to see happen is all we need to have a couple of
15 options you can vote on in January. Is there going to be
16 developed sufficiently? We can't chase down every one, but we
17 need to narrow it down.

18 MR. HARRIS: You said initially that wanted to get
19 some suggestions, it's three or four and direct staff to flush those
20 out.

21 MR. FEINMAN: Make no mistake, Mr. Harris, we're
22 going to do that and we've got a bunch of ideas and maybe just
23 pick one to actual fund.

24 DR. CATRON-WOOD: I'm Rhonda Catron-Wood, I'm
25 Vice President of Academic and Institutional Advancement at

1 Wytheville Community College. I so appreciate what this
2 Committee and the Commission has done for the advanced
3 scholarships and for many, many years. They have made a
4 strong case. G3 is certainly helping a lot, but certainly at our
5 institution there are going to be some students that will fall
6 through the cracks. I really appreciated your comments. We are
7 all very different.

8 The community college is in the Footprint, all have to
9 serve our different communities. So while all the ideas are really
10 good, it would be very helpful to us to be able to work, I know
11 I've worked with Sarah over the years, but to be able to look at
12 what we need, and it might change year to year. I know Perry
13 Hughes, who is our Vice President of Workforce Development,
14 has been working with Economic Development leaders in our
15 region and they really need automation and robotics training.

16 Right now for us, we may be able, we hope, to be able
17 to get the equipment but sometimes you need money for the
18 start-up faculty salary. And until we get the students in the
19 pipeline, we can't pay for the faculty member. So, I think if you
20 could give us a little bit of flexibility with our understanding that
21 we may have to compete for it in following your guidelines. But
22 rather than cover one thing fits all, and the child care
23 development centers may be great on some campuses, but we
24 may have a greater need in Wytheville than Shannon does at
25 Danville. So, I would just really ask for you to kind of think

1 along those areas and come and talk to us and see, I'm not sure
2 one thing fits all, so I would appreciate your consideration.

3 MS. COLEMAN: Well, Evan, how are we going to
4 spend this? And that needs to be a conversation with the
5 community colleges, too. I'm not even comfortable with two or
6 three ideas.

7 MR. FEINMAN: Again, I would remind the Committee
8 that we're not going saying we're going to fund robotics, rather
9 saying we will accept, let's develop a specific program, let's just
10 say we're going to do more competitive funding, and that would
11 be the decision. So, at this stage, what we're trying to figure
12 out, okay, let's have a program or do we look at segregating
13 funds and saying we're going to put the community colleges and
14 higher ed. centers in one competitive bucket, and the four years
15 in a different one. And they have different resources and
16 abilities. Or do we flush out occupation?

17 MR. HARRIS: But in terms of needs, we need to --

18 MR. FEINMAN: Right, that's, that's the direction --

19 MR. HARRIS: -- Along with each one individually.

20 MR. FEINMAN: I don't want anybody to think that
21 we're going to pick a spot and we'll look at a program, and that
22 program could be, come to us with a proposal, and annually
23 survey all community colleges and figure out what they need and
24 then tailor either a fixed amount or a competitive process for
25 solving that specific need, depending on the level of suggestions

1 we get. And at least go look at what that looks like, right?

2 So, whatever the answer to that might be, you have
3 to have a staff person to run it. So, we'll determine that and
4 then come back to you all with a suggestion. And here's the
5 administrative cost of that and here's the resources we have.
6 That's the kind of thing that I'm hoping to get.

7 MS. COLEMAN: For our committee, we've got to
8 model what we want for the different types of education and
9 continue to maintain what we've got and also look at the specific
10 needs of the students across the Region and then we have to
11 consider the funding.

12 MR. FEINMAN: You would anticipate, Madam
13 Chairwoman, specific R&P type solicitation?

14 MS. COLEMAN: The regular education program,
15 depending on what the given needs are from year to year in the
16 community colleges.

17 MR. FEINMAN: I would say that's the place I wanted
18 to get all of our programs for a while. We kind of got there with
19 agribusiness. I think we still are, we've made real improvements
20 in our program guidelines with the Regional Committee, but the
21 rest of the work of the Regional Committee is such that it's
22 harder to do. The education, we still have more authority and,
23 you know, we consider broadband and then industrial sites and
24 agribusiness cost share, but here we can be a little more focused.

25 MS. COLEMAN: The process for interacting with the

1 community colleges.

2 MR. FEINMAN: We would need to explore that. I
3 would anticipate first talking to Sarah and Sara and Mike about
4 what our, you know, how intentional, I know there's very
5 consistent interaction and how intentional we are about touching
6 each college in the Footprint in an orderly and regular fashion.
7 Frankly, the amount of time that it's going to take, post-COVID,
8 our community colleges are spread out by design. Maybe we
9 could have a few meetings rather than have Sarah and Sara
10 driving to every community college.

11 MS. COLEMAN: Make them coming to us.

12 MR. FEINMAN: That's true, too. That's the work that
13 I want to do between now and then. And if you want us to
14 pursue that, we've got to figure out what can we gather straight
15 from VCCS Central, what can we figure out, and what we need to
16 have in the way of dialogue with the institution and then come
17 back to you and say, all right, here's the amount of time that'll
18 take, here's the amount of energy that'll take, and these are the
19 outcomes desired and here's an option to consider.

20 MS. COLEMAN: Well, I think number one would be
21 determine the gaps.

22 MR. FEINMAN: We can certainly do that.

23 MS. COLEMAN: Then determine what project may be
24 more appropriate -- but looking at your Item Number 4, Evan,
25 it'll take that much time and in considering the discussions to say

1 that -- to see if that money be funded --

2 MR. FEINMAN: -- It does, and then we can put meat
3 on the bones.

4 MS. COLEMAN: This was the idea to create a strategic
5 investment fund, large sums annually, to one winning or two
6 winning institutions to make a large investment in an area that
7 would create competitive advantage and explore what the
8 colleges' needs are, that'll be the final option.

9 MR. FEINMAN: Ultimately, that may be something
10 that the broader rather than just this Committee decides, a
11 budgetary item. We came here because we have a subset of a
12 subset of the Commission funds, that doesn't mean you can't
13 suggest to the Executive Committee the next budget that this is
14 something we want to pursue. And I think there's real value in
15 that as we go forward.

16 Other items that are brought to the table were a wide
17 set of wraparound support programs that including child care,
18 mental health services, also brought up the specific programs to
19 address faculty and attraction and retention costs. Then another
20 item that was discussed was the creation of not apprenticeships,
21 but we're pretty robust with that aspect, but rather work studies.
22 You might be pursuing a nursing degree but we're gaining in, you
23 know, the facilities, so you have income while you're doing that.
24 Your education and those were other things that were discussed
25 can be on the table.

1 MS. COLEMAN: The marketing link, I think that's
2 called the Talent Hunt in Northern Virginia, that would be on the
3 list. And not only putting large and discussions with the
4 community colleges to present a list.

5 SENATOR LUCAS: Talking about higher education,
6 and I'd say that you go on and transfer those credits, and I had
7 to do that to get my undergraduate degree, so what would
8 prevent the colleges to do the same thing, but I don't know.

9 MR. FEINMAN: So, what I've got down right now is
10 absolutely will produce or work showing the gaps between what
11 Workforce Financial Aid currently covers, what the G3 Program
12 currently covers, and we'll bring you the cost of that, assuming
13 that's what the Committee wants to do from what I'm hearing
14 and make sure that that state funding is included with the
15 Financial Aid so we're not dropping anybody.

16 The next thing I'm seeing is do a survey of the
17 community colleges and see what their specific needs are and
18 priority needs are for the next, doing it this year, we want the
19 next three years so we can capture a two-year window in trying
20 to design where those programs are going to be and the funding
21 available.

22 Then I've got flush out strategic investment, but what
23 I'm not currently seeing a fair amount of administrative work this
24 is going to take, and we'll do this, and it'll be a challenge to do
25 and one more of these ideas. We could do wraparound services,

1 we could do faculty costs, we could work studies, we can do
2 markets, or we can do marketing.

3 For purposes of bringing you a flushed-out proposal of
4 programs, I don't want to make the Staff and me spend a lot of
5 time designing a bunch of programs that we're not going to do.

6 SENATOR LUCAS: So, what is going to be the most
7 practical for you to do, two or three?

8 MR. FEINMAN: I don't know if that's a question I can
9 answer right now. I don't know that I can answer you
10 definitively right now, but in this overall nationalized number of
11 nationally recognized credentials that are possessed by the
12 Workforce, but at the end of the day, that's the thing that we're
13 here to do. I don't know that I can say that faculty cost support
14 would be more impactful than child care, or work study or
15 marketing of talent. All of those seem good, I think in the
16 universe square if we had unlimited resources, we'd say do all of
17 them.

18 MR. CUNNINGHAM: Retention.

19 MS. COLEMAN: We don't want to drop the idea of
20 retention. That might be something when we look at the TAP
21 Program and see if we can't revise that in some fashion to
22 encourage longevity.

23 MR. FEINMAN: I think we can do that, but meeting
24 with our experts and say of the remaining outstanding, or do you
25 all have a sense of which would be the highest impact, in

1 particular, maybe at the highest impact on a per-dollar basis,
2 recognizing that we're not, I don't think we've got the funds to
3 provide, for example, everything we would need to put a health
4 center in every community college.

5 MR. STAMPER: I think if you were to pursue the first
6 option, how do we kind of tailor with the college, that would be a
7 catchall for some of these things. I think one of the colleges
8 would probably tell you I need to hire a really high quality IT
9 faculty member and then I can generate a lot of FTDs if you can
10 see that working, whereas in another college, back to Dr. Catron-
11 Wood's comments earlier, it might be child care and
12 transportation and they have a large number of students with
13 children, young children, and if they could manage the child care,
14 because maybe the facilities are 75 miles away, and that would
15 be one solution. I think that approach could address some of
16 these other things.

17 SENATOR LUCAS: Madam Chair, in the area of
18 wraparound services, so personally I would like to have
19 wraparound services at the top of the list.

20 MR. SHELL: I'm sort of interested in finding out
21 maybe through the -- system if you can find out why students
22 would start a school and then what's one of the biggest reasons
23 that many of them would drop out and not complete their
24 studies, I think that's important.

25 UNIDENTIFIED: They have to get a job, don't you

1 think, because they don't have money, have to get a job and
2 they can't go to school.

3 MR. STAMPER: The average student in these fast-
4 forward programs is 35 years old, two-thirds of them have
5 dependents, and 20 percent have been on care in the past year.
6 Anyone with a life barrier, and a college becomes a thing that
7 gets cut.

8 MR. FEINMAN: So, if I could restate this or restate
9 that question and the answer may be look at a program that
10 would on an institution-by-institution basis address the primary
11 reason that an already acquired student, which obviously is
12 easier to teach somebody that already made a decision to come
13 into the building, an already student drops out. If we could
14 figure out what that, so we could have a retention program and
15 look at that and that might be wraparound services or it could be
16 something as simple as it costs too much or it could be as simple
17 as car repair.

18 SECRETARY HEALY: Or maybe money for food.

19 MR. SHELL: If we could just, just not prioritize on one
20 thing, you know, we'll keep you in school if we can help you in
21 this area, but then another area that you're lagging in, we can't
22 help you in that area. So, maybe we could do something.

23 MS. COLEMAN: Yes, sir.

24 DR. SPRINKLE: This is Dr. Dean Sprinkle, President,
25 Wytheville Community College. I think I'm the only community

1 college president here. I'll echo part of what Dr. Catron-Wood
2 said, and we certainly appreciate all that the Commission does.
3 All of the ideas that are being talked about are good and
4 wraparound services are good. There are a lot of complexities
5 and intricacies that concern the communities and it varies by the
6 types of resources they've got. And they have a number of
7 issues they are being pushed on at any given time. I'm going to
8 sound like a broken record. It really is, and I understand that
9 this goes back to you and the Staff.

10 The best solution, and I think I would be speaking for
11 all of the community college presidents, but I do believe that the
12 folks on the ground in the community know what their resources
13 are and know what their needs are and are capable of responding
14 to the parameters that are established, but I believe the best
15 return on the investment is just what I heard today, the best
16 return on the investment would be to give those colleges that
17 flexibility to work with the Commission around them and not set
18 up priorities and maybe it's a simple solution or setting aside this
19 money, and it is a process, or maybe each college gets X amount
20 of money and then we have to send you a report saying this is
21 what we believe would be in our best interest. I appreciate the
22 opportunity to speak today. Thank you again for all that you do.

23 MS. COLEMAN: Thank you very much. I would
24 propose taking the Talent and let the colleges have some
25 flexibility. I'd certainly be happy to do that. We're going to do

1 the best we possibly can, so if we get to a place where we're
2 going to bring these options up for you all to discuss, I'd rather
3 over-deliver than over-promise.

4 But student retention, of course, I think we all agree
5 on that.

6 MR. FEINMAN: I want to be clear. We're going to do
7 something that we possibly can. So, if we get to a place where
8 we've got a bunch of paper -- I'd rather over-deliver than over-
9 profit.

10 UNIDENTIFIED: We are adding region by region
11 student retention issue.

12 MR. FEINMAN: Madam Chairwoman, we've got about
13 30 minutes left, we don't need to take a lot of time. There's not
14 more to talk about. Lunch is already on the table.

15 That said, I think I've got some good direction to take
16 back to the Staff to develop for you, and I think we're going to
17 certainly need another meeting, I think we can do that, to give
18 you an update in the course of the competitive education
19 meeting that's already happening around the September
20 Commission meeting, so we will not have a set of things for you
21 all to vote on at that September meeting, in part, because that's
22 a quick turnaround, in part because there are a lot of elected
23 officials on the Commission and I don't want September stuff to
24 meet in November, so we'll wait until January and then we can
25 meet then.

1 That said, I think I've got a lot to work on here for you
2 all, unless there's more from the Committee, Madam Chair.

3 MS. COLEMAN: Well, according to the agenda, we
4 have another opportunity for public comment here.

5 MR. HAIR: I'm Shannon Hair, serving as Vice
6 President of Institutional Advancement Development and also the
7 Executive Director, Danville Community College, Education
8 Foundation. What's interesting from what I've heard today, an
9 opportunity to allow me to go back to 1996 when I attended
10 Danville Community College for the first time. The young lady
11 stole my thunder. We've had many graduates, and I anticipated
12 I might have been the only one, I'm glad you were one, as well.

13 In 1996, the Financial Aid Officer told me that I was
14 not going to get financial aid, I would not qualify for financial aid,
15 and that I would have to go out and take a loan to attend
16 community college. Based on the criteria that exists today, I
17 would have qualified for a G3 Program.

18 However, we have so many students that come across
19 our doors that are not going to qualify for G3. So, the question
20 that I have and the concern that I have is today the community
21 college system is tracking about a negative eight percent in
22 enrollment. I would be willing to bet that almost every president
23 would tell the group today that what we need are students.
24 Today, Danville Community College is 13 percent down in
25 enrollment. Yesterday, we awarded over \$165,000 for

1 scholarship funding that includes your money, those students will
2 not qualify for G3. If that money was not there yesterday, we do
3 not impact those students, those students will not be able to
4 attend.

5 So, to Ms. Coleman's comment, are there gaps, yes,
6 there are. We award about \$600,000 annually, \$315,000 of that
7 is the Tobacco Commission funding. Over half of our students
8 are impacted by the Tobacco Commission. Of the 94 students
9 that I have impacted thus far in our awards, less than 10 percent
10 have applied or actually would get G3 monies. G3 is going to be
11 a fantastic program for that demographic of students. We have a
12 demographic of students over the last 25 years that you all have
13 invested tens of millions in that have helped expand business and
14 bring business into the communities that you all are proud of.

15 I completely agree with allowing some of these pieces
16 to move and change to the betterment of the community, but if
17 we take scholarship opportunities away from our students, it's
18 going to change the college landscape. Right now, our
19 community colleges cannot take another 10 or 15 percent or 20
20 percent decline when there's not funding there. I think that's
21 something that's very important for you all to know.

22 Again, not that I had planned remarks, and I love
23 what Randy and Megan are doing with G3, I think that's very
24 important, but we have so many students that are not going to
25 qualify for G3. How do we help them? Because Evan is right, we

1 have students that come to the campus, and once they get to the
2 campus, they have a flat tire and they cannot afford food. And
3 all of the community colleges are creating emergency funds for
4 programs and services and wraparound services with a single
5 stop that are helping those students, but without the financial
6 opportunity with scholarships, those students are not going to be
7 there.

8 So, to Ms. Coleman's comment, are there gaps, yes,
9 ma'am. We award about \$600,000 annually, \$315,000 of that is
10 the Tobacco Commission's money. Over half of our students are
11 impacted by the Tobacco Commission. Of the 94 students that I
12 have impacted thus far in our awards, less than 10 percent have
13 applied or actually would get G3 monies. G3 is going to be a
14 fantastic program for that demographic of student. We have a
15 demographic of student over the last 25 years that you all have
16 invested tens of millions of dollars that have helped expand
17 business and bring business into the communities that you all are
18 proud of. I completely agree with allowing some of these pieces
19 to move and change to better the community, but if we take
20 scholarship opportunities away from our students, it's going to
21 change the college landscape. Right now, our community
22 colleges cannot take another 10, 15, or 20 percent decline when
23 there's not funding there. I think that's something that's very
24 important for you all to know.

25 You made a comment earlier, Evan, about the child

1 care center. We have a community college child care center on
2 our campus, and it runs about 50 to 60 students annually. I'm
3 able to scholarship those students' parents to come to the
4 community college so they can afford not only to attend, but also
5 bring their children to the child care center. That's about a
6 \$250,000 cost for that facility, again, that's private funding and
7 private monies, not the community college. It kind of gives you
8 an idea even if you multiplied that across 11 community colleges
9 in the Footprint to have that service, and it can be very
10 expensive, but students need that service, which is why it's
11 important for us to scholarship those students, as well.

12 So, again, thank you for the opportunity. You've done
13 great work over the last 25 years and a lot of new faces. I've
14 been around for a while watching and tracking, but to see the
15 students not have that opportunity for funding is definitely going
16 to impact enrollment and impact what you want to accomplish
17 across Southside and Southwest for Economic Development and
18 Workforce Development.

19 MS. COLEMAN: Thank you. You certainly
20 underscored the need to fill the gap, and we appreciate that.

21 Any other public comment?

22 MR. FEINMAN: Madam Chair, there may be members
23 of the public who dialed in via phone, I think it's worth asking if
24 there's any members of the public on the line that would like to
25 comment, as well. (No response).

1 MS. COLEMAN: In the absence of quorum, we don't
2 need a motion to adjourn. So, we are concluded.

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PROCEEDINGS CONCLUDED.

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CERTIFICATE OF THE COURT REPORTER

I, Medford W. Howard, Registered Professional Reporter and Notary Public for the State of Virginia at Large, do hereby certify that I was the Court Reporter who took down and transcribed the proceedings of the **Tobacco Region Revitalization Commission, Education Committee Meeting**, when held on Friday, July 16, 2021, at 10:00 o'clock a.m., (By Electronic Conference Call).

I further certify this is a true and accurate transcript, to the best of my ability to hear and understand the proceedings.

Given under my hand this _____ day of August, 2021.

Medford W. Howard
CCR